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ABSTRACT

The Occupational Education Bridge Program provides a bridge, between academic/comprehensive high schools and community colleges, that offers average ability students college experience through a career program. During its second year, the program provided 91 students (42 juniors and 49 seniors) from 5 academic/comprehensive high schools in Queens, New York, with a vocational education experience at Queensborough Community College (QCC). Counselors at each school recruited students and assisted them with selection of QCC courses. Confusion over orientation and registration procedures led to the recommendation that students be registered at their individual schools. Counselors and program staff met with students during the semester, and counselors received inservice training. Fifty-six students completed their courses, a rate comparable to that of typical QCC freshmen. Whether students completed or withdrew, they were positive about participating. Evaluation based on exit interviews, pre/posttest data, and enrollment and performance data led to the recommendations that there should be: (1) more careful screening of participants; (2) clarification of course requirements; (3) more counseling and ongoing support; (4) parent participation; and (5) improvement of student-instructor relationships by allowing no more than five bridge students per course. (Seven appendices are included: (1) bridge student information form; (2) course selection form; (3) exit interview form; (4) course description booklet--Spring 1991; (5) staff development conference copy; (6) career exploration inventory; and (7) interview form. Data from Career Exploration Inventory pre/posttest and the Summary of Students' Feelings and Attitudes as Reported to Counselor Liaisons are included.) (NLA)

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**OCCUPATIONAL EDUCATION BRIDGE PROGRAM
IN COMMUNITY COLLEGES
FOR ACADEMIC HIGH SCHOOL STUDENTS**

**Final Report
1990-1991**

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**Institute for Research and Development
in Occupational Education**

Center for Advanced Study in Education
The Graduate School and University Center
of the City University of New York

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**CASE #20-91
November 1991**

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OCCUPATIONAL EDUCATION BRIDGE PROGRAM IN COMMUNITY COLLEGES FOR ACADEMIC HIGH SCHOOL STUDENTS

Final Report 1990-91

Introduction

The Occupational Education Bridge Program (OEBP), conducted by the CASE Institute for Research and Development in Occupational Education, under the auspices of the New York State Education Department, has now completed its second year of operation (1990-91) and has further substantiated the viability of an Occupational Education Bridge Program for motivated high school students who perform in an average manner academically. During 1990-91 the program provided 91 students (42 Juniors/49 Seniors) from five academic/comprehensive high schools in Queens¹ with a vocational education experience at Queensborough Community College. Project staff worked closely with 10 high school staff (five Assistant Principals of Guidance and five counselor-liaisons) and five college personnel in implementing the program (Director of Admission Services, Associate Dean of Enrollment Management, Assistant to the Dean of Enrollment Management, Student Services Professor, Career Development). The high school counselor-liaisons were either licensed guidance counselors, college advisors or teachers. The Executive Assistant to the Superintendent for Queens High Schools oversaw the efforts of the high school participants.

The major purpose of the program was to provide a Bridge between academic/comprehensive high schools and community colleges that offers high school students a first-hand experience in a college setting through an initial exposure to a career program. The project is primarily for "average"² students who are uncertain about their occupational and educational future; who have the potential of participating successfully in a career program but lack awareness of such possibilities in a community college and, who, with support and direction, could profit from such an experience.

¹Bayside, John Bowne, Cardozo, Flushing, and Francis Lewis.

²"average" students accepted into the program had high school averages between 70 and 85.

Unlike other Bridge models that provide college level courses at a high school site, this project directly involved students in the community college milieu. Thus, high school students had an opportunity to compare their capabilities and talents with those of regular matriculated college students. In addition, students experienced how to negotiate normal college routines and procedures, such as registration, buying textbooks and becoming familiar with a college vocabulary (electives, credits, concentration), thus increasing their knowledge of the college organization, services and academic requirements. Although these are ancillary aspects of the project, it provides a more complete approach to the "bridge" process.

Furthermore, in the development of the model, a series of staff development workshops were held which trained and oriented both high school and college personnel in career development aspects of the high school-to-college transition process, including such areas as in-depth explanations of curriculum by Queensborough Community College department chairs; using values and motivational skills card sorts in career counseling, and use of two different computerized guidance and college and career information systems, i.e., SIGI and Metroguide. Such inservice learning was then used in group and individual counseling sessions with students in order to develop their problem solving skills, and raise their level of occupational maturity (see p. 9).

Project Activities

Laying the Foundation

To ensure maximum support and cooperation in implementing the project, the following steps were taken.

- Project staff informed the Superintendent of Queens High Schools of the project and obtained names of principals of the high schools that were to participate in the project.
- Project staff contacted the principals by letter and follow-up phone calls.
- Principals assigned Assistant Principals of Guidance to oversee the project and to select counselor-liaisons.
- Project staff, with the assistance of the Associate Dean of Enrollment Management, Queensborough Community College, convened an

introductory luncheon for all high school and college program participants at which program goals and recruitment strategies and procedures were outlined. Timelines were established and data collection forms distributed. The forms were:

- a student information form
- a counselor-liaison demographic form
- a course selection form
- a career concerns inventory (pre-program) to be administered to each student selected for the program (a post program form was distributed later in the year)
- an exit interview form (to be used if a student withdraws from the program).

At this introductory meeting, the staff development component of the project was described and discussed. An informal telephone survey had been conducted prior to the meeting to explore counselors' felt needs. Results indicated a desire for clarification of course content (the description in the catalogue was felt to be inadequate in terms of helping students select a course); more "hands-on" with technological counseling systems, and more career counseling techniques. Their input guided the discussion.

Following the introductory meeting, project staff spoke by phone and/or made individual visits to counselor-liaisons at their high-schools to clarify questions and concerns, allay anxieties and provide support. In some schools we explored the idea of integrating use of Metroguide, a computerized guidance and information system, into the career exploration and course selection process. In some schools the system was not operating, precluding its use.

As in the preceding year, the importance of individual visits cannot be overemphasized, particularly during the recruitment phase of the project. It provides an opportunity to remind counselor-liaisons of various details such as:

- the need for each student to have a social security card in order to register at Queensborough Community College;
- the need to obtain signed parents permission for a student to attend college after their high school day is completed, and that;
- although tuition is free, some expenses might be incurred for books or supplies (film, darkroom paper, computer discs).

At individual meetings with counselor-liaisons, obstacles to completion, such as jobs and overbooking one's activities, were reviewed in an attempt to "head off"

problems and to maximize the likelihood of a student having a successful college experience.

Student Recruitment and Selection. The process of recruiting and selecting students requires several steps. Counselor-liaisons need to:

- Publicize the program to students, teachers and guidance counselors early.
- Distribute recruitment letters.
- Obtain responses from interested students.
- Determine whether a student who expresses interest in participating meets the entrance criteria (70-85% average; is uncertain about his/her occupational future; has the potential of participating successfully in a career program but lacks awareness of such possibilities at a community college and who, with support and direction, could profit from the experience.)
- Collect data: e.g., student demographics, parents permission forms, course selection forms, concerns inventory (a questionnaire administered to assess student concerns about schooling and future careers).
- Have meetings with students to problem solve transportation concerns, review course offerings, explain pre-requisites (e.g., 40 wpm typing speed in order to take word processing).

The above-described recruitment and selection procedures were managed in differing ways by high school counselor-liaisons. This was a function of the kind of organizational structure at their high school, as well as each liaison's working style. For example, some counselors sent a letter to junior and senior classes to determine how many students might be interested. The counselor then checked the records of responding students to see if the students met the entrance criteria (i.e., 70-85 academic average). Then the counselor met with students who qualified to explain the program further and to assess the students degree of commitment. Other counselors identified qualifying students from their caseloads and then met with this cohort to clarify program requirements, make course selections, and fill out data forms. To recruit students for technology courses, liaisons contacted both math and industrial arts department chairpersons; other counselors put blurbs in student newsletters.

The following guidelines were provided to each of the five counselor-liaisons in the participating high schools to insure that all aspects of the program were included.

1. Select 20 interested students who meet participation criteria. (Some will decide not to participate).
2. All students are to fill out a student information form and Career Concerns Inventory (pre-survey).
3. Review tentative course offerings.
4. Obtain parents' permission for students to participate.
5. Obtain variance for special transportation pass, if needed.
6. Advise students that although the course is offered free-of-charge, i.e., no tuition fee, they will need to pay for books, and where required, photography equipment, art supplies and computer discs.
7. Advise students they will need a social security card to register.
8. Advise students not to "overbook" themselves - experience indicates that doing regular high school work, and a job, and a college course is too heavy a burden and is a major reason for withdrawal.
9. Emphasize to students that some courses have prerequisites, such as word processing which requires the ability to type 40 wpm and that some courses tend to be more difficult than others (e.g., accounting).
10. Counselor-liaisons are to obtain 9th and 10th grade academic averages (for juniors), 9th, 10th and 11th (for seniors).
11. Students who start the program but later withdraw are to fill out "Exit Interview" forms.
12. Advise students to discuss their choices with their parents.

These guidelines are preliminary steps prior to course selection and registration procedures.

Course Offerings. Project staff, in collaboration with Queensborough Community College's Office of Enrollment Management, produced and distributed to all prospective students, via their high school counselor-liaison, a mini-catalogue of occupational course offerings. The number of courses offered is limited by the fact that Bridge students can attend college only

after 2:00 or 3:00 in the afternoon when they complete their high school day. At that time very few classes are offered because most regular Queensborough Community College students take morning classes, after which they work and have other responsibilities. Afternoon, early evening, and Saturday sections of courses were also offered.

Following is a sample listing of occupational courses from which Bridge students could choose.

- Two-Dimensional Design
- Introduction to Photography
- Principles of Accounting
- Business Organization and Management
- Business Law
- Introduction to Business Data Processing
- Typewriting/Keyboarding I
- Introduction to Word Processing
- Elements of Technology
- Technical Drawing
- Manufacturing Processes
- Introduction to Recording Studio Techniques and MIDI
- Computer Aided Design Drafting
- Introduction to Acting

Enrollment in any one course was limited to five high school students thus ensuring the quality and ambiance of a typical college class. In a few instances, exceptions were made. Course selection was completed early in January.

Students were asked to indicate a first, second and third choice on the course selection form. We learned that some of the following factors oftentimes influence a student's choice of course:

- interest,
- the time a course is offered (i.e., daytime, evening, or Saturday),
- the number of class sessions per week (e.g., one day vs. three days), and
- having a required pre-requisite skills, (e.g., 40 wpm typing speed for a word processing course).

Of the 91 students that enrolled, 34 selected evening courses; 11 enrolled in Saturday classes, 46 selected daytime programs.

Registration. Project staff met with Queensborough Community College's Associate Dean of Enrollment Management to preregister students, according to their stated preferences on the course selection form. Students were notified by letter regarding the date, time and place of the orientation/registration meeting at which attendance was mandatory.

Orientation (January 10, 1991). It is widely recognized by colleges³ that students need help during the transition from high school to the college environment. Once in college, this usually takes the form of a freshman seminar course. In lieu of a complete course, as a first step in introducing Bridge students to Queensborough Community College, an orientation meeting was held. Students learned which of their course choices they had received and had their photographs taken for their identification cards. Class schedules and college catalogues were distributed. Students taking technology courses were interviewed individually by the department chairperson and course instructors to be certain they understood the course content and had sufficient math background.

This registration procedure presented some difficulties in that students did not all show up at the same time, causing confusion and a need to repeat instructions. Also technical students needed time consuming, individual interviews.

We recommend that in the future, registering students at their high school be considered.

Monitoring Program Activities

Project staff maintained ongoing contact with counselor-liaisons and Queensborough Community College staff by telephone and on-site visits to the high schools and college. These contacts focused on clarifying and seeking solutions to counselor concerns. Project staff and liaisons discussed and/or resolved such matters as:

³See Gordon, Virginia N. and Grites, Thomas J. The Freshman Seminar Course Helping Students Succeed. Journal of College Student Personnel. July 1984.

- data missing from student information forms;
- preventing premature withdrawal;
- steps to follow for students wanting to withdraw;
- conflict between demands of high school and demands of college program;
- the need for tutoring services;
- survey data collection.

Themes of Student/Counselor Sessions

Counselor-liaisons and project staff met with students individually and in groups at least twice at each school during the semester. These meetings served the following purposes:

- provided an opportunity for students to share information, e.g., students learned that different professors teach differently--one used a case study approach while another based multiple choice tests on notes and readings.
- provided an opportunity to relate the Bridge experience to career decision-making, e.g., a student who took a recording course reported that she has begun to think of recording engineering as a career possibility.
- provided an opportunity to problem-solve issues and concerns, e.g., to reveal or not regarding being a high school student.
- provided an opportunity to have questions answered, thus helping to negotiate the college system. Among questions students asked were:
 - How do I get my grades?
 - What does it mean to take an "incomplete" grade?
 - What course should I take next?
 - Can credits be transferred to another college? (Students were advised to get a college catalogue with the course description which is often requested when seeking credit from another college).
 - Can you use your ID card during the summer?
 - Can I take a course during the summer?
- provided an opportunity to problem solve and role play difficult situations involving professors, e.g., a professor didn't show up for an appointment with a student.
- provided an opportunity to reality test hidden costs, e.g., cafeteria food was found to be much more expensive in college than high school, the high cost of books, and a daytime vs. an evening school environment.

- provided an opportunity to learn time management, e.g., the darkroom was open only during certain hours.
- provided an opportunity to plan for the future, including making themselves known to professors who they may need to ask for a reference at a later time.
- provided an opportunity to learn evaluation/decision-making skills, e.g., students brainstormed the pros and cons of withdrawing from a class, drawing the following conclusions:

reasons not to withdraw

- want the credit
- the course might become more interesting
- feels good to know you can stick to something

reasons to withdraw

- waste of time
- course is not relevant to your goals
- course is not as described in catalogue

As a result of this discussion one student, although finding her course not relevant to her interests, decided to complete the course "because I want the credit." Thus even though a course may prove to be not satisfying, or not meeting one's expectation, the student may decide that something is gained by sticking it out and receiving elective high school credit.

In response to a counselor's question "what have we been learning from the Bridge experience?," students reported significant differences between high school and college. Comments focused on "liberalness," of college (e.g., to do your work or not is up to you) notetaking (high school teachers write on chalkboard more, college instructors rely more on student listening and taking selective notes); grading, attitudes towards attendance, and teaching styles. Students learned that when confronted with reality, there are different points of view and values regarding whether or not to withdraw from a course.

By the same token, students reported that some college teachers are uninteresting and/or unskilled. They may be knowledgeable about their subject matter but may not have a dynamic teaching style. Educators want students to be enthusiastic, but we know that from catalogue course descriptions, one cannot always tell how the course will be; and what sounds like it might be an exciting course may prove to be a "dud."

In addition, counselors encouraged students to assess their progress in class. Students were urged to ask their instructors, "How am I doing," thus learning a process of self-examination. Several reported "surprised" when told they were holding their own, doing well, etc. Others realized they had to make adjustments in their schedules and study habits.

Staff Development

Project staff conducted a series of staff development sessions that responded to the explicitly stated needs of counselors. Each session began with a review of issues that arose during their individual and group counseling sessions with students and an exchange of problem-solving strategies. This activity was followed by either a didactic informational presentation or by an experiential career development activity.

For example, a session was conducted with faculty from the business department of Queensborough, in order to increase the high school liaison's understanding of the specific requirements and content of a course. Course outlines were distributed for: Principles of Accounting, Business Organization and Management, Business Law, Introduction to Business Data Processing, and Elementary Typewriting/Keyboarding.

Another session engaged counselor-liaisons in two card sorting career activities. One dealt with values clarification, a process that aims to define factors affecting one's career satisfaction as a help in career decision-making. The second was a motivational skills card sort that aims to identify skills, (e.g., writing, teaching, analyzing) that might be useful to develop or improve in order to attain career satisfaction.

Each counselor-liaison received a set of materials which they were to try out with students at their high school.

For the final staff development meeting project staff piggy-backed onto an all day conference convened by the New York City Board of Education Office of College and Career Planning. The program was aimed at Queens high schools college advisors and focused on current issues in college and career counseling. Topics included "High School-College Collaborations: Myths & Realities." Among the key points were the following:

- There is a mythology that high school is a place where kids' career development needs are given attention. However, the reality is that counselors are overwhelmed with grade advisement, crisis intervention and college advisement, resulting in insufficient time given to youngsters to find out about themselves and what's out there in the world-of-work. As a result of participating in the Bridge program, students develop a higher degree of career maturity. The program offers a small, purposeful intervention that allows youngsters to test reality in a community college. It provides an opportunity to test courses; their ideas and notions of what college is all about; and their competencies among older peers (in most instances). It is one input into clarifying their vocational and career future.

Another panel offered a cross-cultural view of counseling and alerted participants to different cultural values which might impact upon a Limited English Proficiency student's performance.

These cultural differences might include:

- hesitating to ask for help;
- difficulty understanding teacher's accent or style;
- feeling embarrassed when a teacher doesn't understand them;
- taking a long time to read the question on a test;
- talking "too much" which is viewed as showing off;
- expecting directness and structure.

Counselors were advised to be extra patient as Asian students are trained to be reserved and modest and to refrain from assertive behavior.

Program Outcomes

Grades. Following is a listing of the grades achieved by the Bridge students.

Occupational Education Bridge Program Statistics
Spring 1991

<u>Grade</u>	<u>Total</u>
A	3
A-	8
B+	5
B	13
B-	3
C+	4
C	6
C-	5
D+	2
D	1
D-	3
F	3
INC	10
W	18
WU	10

Fifty-six students (58.9%) completed their course. Ten students (10.5%) received an incomplete (a paper or project is still due) and twenty-eight (29.5%) withdrew officially (prior to deadline date for withdrawing) or unofficially (i.e., simply stopped attending). The completion/withdrawal rate seems to closely parallel the typical incoming freshman rate at Queensborough, (according to the Director of Enrollment Management).

From students' responses, it would seem that, when viewed in the context of the program's objectives (see page 1), the program achieved what it set out to do, i.e.,

- to provide a Bridge between academic/comprehensive high schools and community colleges that offers high school students a first hand experience in a college setting through an initial exposure to a career program.
- the project is primarily for "average" students who are uncertain about their occupational and educational future, and
- who have the potential of participating successfully in a career program but lack awareness of such possibilities in a community college and, who, with support and direction, could profit from such an experience.

While in some ways, an attrition rate of 29.5% may be perceived as high, we learned from exit interviews conducted by counselor-liaisons with program leavers that almost all students, whether they completed or not, reported that their participation had a positive outcome.

Typical among the comments were:

"I had a good experience of the college and I felt some responsibility."

"discussions in the class were great. . .gave me an opportunity to see and learn ahead of time in what subject I'm planning to major in"

"I met lots of new people and experienced college."

"saw what college life was about"

"met with older friends and didn't feel out of place"

"learned some photo techniques"

One student wrote "the pressure had a negative affect on my attitude. I don't want to go to college at this point in my life."

Liaisons conducted exit interviews with program leavers for the following purposes:

- to identify problem areas that might be modified in the future,
- to deal with any negative effects associated with a student's self-esteem,
- to examine parental influences on educational and career choices,
- as a counseling tool, and
- to examine what might have gone wrong with different aspects of the experience.

We learned that the main reasons students left the program (in order of frequency) were:

- overbooking ("part time job and full time student"),
- the coursework was too difficult ("there was too much reading and I couldn't memorize all the terminology"),
- the student would have preferred a different course (i.e., did not get first choice) ("I would of (sic) liked to take CPR"),

- personal/family problems ("mother is ill, needs to help translate at hospital"),
- economic problems ("need to get a job"),
- travel time was too long and/or too difficult (an hour and a half), and
- family moved to another state.

What we learned from the exit interviews has major implications for future planning:

- It can guide efforts to improve retention, and
- It can guide counseling activities.

What We've Learned

The program, for the most part, ran smoothly; however, although improved over the preceding year, the following areas need further attention in implementing a Bridge project.

- Selection of participants. Students need to be screened more carefully to assess their commitment to completing the program, the extent of their outside activities, and any personal problems that might impact upon their performance.
- Specific content and basic requirements of courses need to be clarified prior to enrollment, e.g., does the course require knowledge of algebra. (A staff development session was devoted to improving counselor-liaison knowledge in this area.)
- Students need more counseling and on-going support. Counselor-liaisons report that some students feel embarrassed to talk to a counselor when they want to withdraw. Students must be closely monitored and supported. The issue of withdrawing as a blow to one's self-esteem needs to be dealt with, since the purpose of the program is to offer the student a "try-out" experience, and withdrawing for sound reasons may be viewed as a positive outcome.
- Having parents participate actively in the Bridge program might, in some cases, forestall poor career choice making and possible family conflict. Parents and students might benefit if parents more fully understood the goals of the program.
- Expanding the scope of college offerings in a sequential manner may be helpful. The possibility of offering remedial math courses at the high school targeted to preparing students for technology courses needs to be

explored. Improving the coordination between high school and college curriculum offerings would seem to be a worthwhile goal.

Evaluation

Program evaluation for 1990-91 was conducted by ongoing assessments of programmatic activities, e.g., the mini catalogue, group meetings and staff development workshops, in order to collect and feed back information that would indicate how the project was serving the students attending Queensborough Community College. That is, the evaluation was to provide information that was important to program development and necessary for program administration, and was concerned with the following questions?

1. What are the major areas of concern of the students with regard to careers and school?
2. What are the students' attitudes toward the program?
3. Did the student successfully complete the program?

In addition, a 17 item Career Exploration Inventory of student's questions and/or concerns was completed by the participants. In addition to serving as a pre-post measure, these data provided useful feedback to project personnel in terms of guidance, future recruitment and course offerings. The Inventory requested students to indicate which "concern" statements were a major concern, a moderate concern, or not a concern at all. All five schools completed the questionnaire administered at the beginning and ending of the program. The data for all students who completed the Career Exploration Inventory appears below.

Career Exploration Inventory (PRE)

PRE=(Prior to Participation in Bridge Program)

Five Schools-Combined Data

Matters of Concern to Participants in the Occupational Education Bridge Program

1. I wish I knew what my real interests are. (N=87)

	A major concern	A moderate concern	Not a concern
Freq.	24	33	30
%	26%	37.6%	33.2%

Percentage indicating major or moderate concern: 63.6%

2. What should I do after I finish high school. (N=87)

	A major concern	A moderate concern	Not a concern
Freq.	39	16	32
%	48.4%	18.4%	33.4%

Percentage indicating major or moderate concern: 66.8%

3. What is college really like? (N=87)

	A major concern	A moderate concern	Not a concern
Freq.	42	35	10
%	48.6%	39.8%	11.4%

Percentage indicating major or moderate concern: 88.4%

4. Should I plan to go to college? (N=87)

	A major concern	A moderate concern	Not a concern
Freq.	39	9	39
%	48%	11.6%	40.6%

Percentage indicating major or moderate concern: 59.6%

5. What are the requirements for college? (N=87)

	A major concern	A moderate concern	Not a concern
Freq.	51	29	7
%	61.2%	32%	6.8%

Percentage indicating major or moderate concern: 93.2%

6. Can I get into the college of my choice? (N=87)

	A major concern	A moderate concern	Not a concern
Freq.	61	25	1
%	72%	27.2%	3.85%

Percentage indicating major or moderate concern: 99.2%

7. I wish I could afford to go to college. (N=87)

	A major concern	A moderate concern	Not a concern
Freq.	38	36	13
%	43.2%	40.4%	13.8%

Percentage indicating major or moderate concern: 83.6%

8. How can I get information about college loans and scholarships? (N=87)

	A major concern	A moderate concern	Not a concern
Freq.	43	32	12
%	51.8%	44.4%	9.8%

Percentage indicating major or moderate concern: 96.2%

9. How do you make application for college? (N=85)

	A major concern	A moderate concern	Not a concern
Freq.	36	33	16
%	42.2%	36.8%	21.2%

Percentage indicating major or moderate concern: 79%

10. Do I have the ability to do college work? (N=85)

	A major concern	A moderate concern	Not a concern
Freq.	37	27	21
%	43%	28.4%	26.8%

Percentage indicating major or moderate concern: 71.4%

11. I need more information about community college. (N=85)

	A major concern	A moderate concern	Not a concern
Freq.	15	40	30
%	19.2%	46.8%	34.4%

Percentage indicating major or moderate concern: 66%

12. I need more information about occupational opportunities after high school. (N=85)

	A major concern	A moderate concern	Not a concern
Freq.	26	33	26
%	29.8%	36.8%	33.6%

Percentage indicating major or moderate concern: 73.8%

13. What kind of training is needed for different jobs. (N=85)

	A major concern	A moderate concern	Not a concern
Freq.	36	35	14
%	42.2%	38.2%	20.2%

Percentage indicating major or moderate concern: 80.4%

14. I need to know more about jobs as technicians. (N=85)

	A major concern	A moderate concern	Not a concern
Freq.	14	30	41
%	16.2%	33.2%	50.8%

Percentage indicating major or moderate concern: 49.4%

15. I want to learn a trade. (N=85)

	A major concern	A moderate concern	Not a concern
Freq.	18	27	40
%	21%	32.2%	47%

Percentage indicating major or moderate concern: 53.2%

16. Which course will be most useful to me later on. (N=85)

	A major concern	A moderate concern	Not a concern
Freq.	55	23	7
%	64.6%	26.4%	9.4%

Percentage indicating major or moderate concern: 91%

17. Which fields will offer good job opportunities when I finish school. (N=85)

	A major concern	A moderate concern	Not a concern
Freq.	60	17	8
%	69.6%	19.4%	11.2%

Percentage indicating major or moderate concern: 89%

Discussion. The particular statements that the students most often deemed to be of "major" or "moderate" concern were taken into consideration by project staff as they planned the continuation and/or expansion of the program and staff development activities. The results appear to support the rationale for the Bridge program in general as well as the student selection process which targeted students who needed to clarify their career plans.

In rank order, the five greatest concerns of students prior to participation in the program were:

- Item 6. Can I get into the college of my choice? 99.2%
- Item 8. How can I get information about loans and scholarships? 96.2%
- Item 5. What are the requirements for college? 93.2%
- Item 16. Which course will be most useful to me later on. 91.0%
- Item 17. Which fields will offer good job opportunities when I finish school. 89.0%

Career Exploration Inventory—Post
(Following Completion of Participation in the Bridge Program)

Combined data from the five participating schools, collected after the students completed the program, appears on the following page. The N is smaller than on the PRE due to the number of students who withdrew.

Career Exploration Inventory (Post)

Post=Following completion of participation in the Bridge Program

Five Schools--Combined Data

Matters of Concern to Participants in the Occupational Education Bridge Program

1. I wish I knew what my real interests are. (N=63)

	A major concern	A moderate concern	Not a concern
Freq.	15	15	33
%	23.81%	23.81%	52.38%

Percentage indicating major or moderate concern: 47.62%

2. What should I do after I finish high school. (N=63)

	A major concern	A moderate concern	Not a concern
Freq.	24	11	28
%	38.10%	17.46%	44.44%

Percentage indicating major or moderate concern: 55.56%

3. What is college really like? (N=63)

	A major concern	A moderate concern	Not a concern
Freq.	13	28	22
%	20.63%	44.44%	34.92%

Percentage indicating major or moderate concern: 65.07%

4. Should I plan to go to college? (N=63)

	A major concern	A moderate concern	Not a concern
Freq.	16	11	36
%	25.40%	17.46%	57.14%

Percentage indicating major or moderate concern: 42.86%

5. What are the requirements for college? (N=63)

	A major concern	A moderate concern	Not a concern
Freq.	26	22	15
%	41.26	34.92	23.81

Percentage indicating major or moderate concern: 76.18%

6. Can I get into the college of my choice? (N=63)

	A major concern	A moderate concern	Not a concern
Freq.	29	19	15
%	46.03%	30.16%	23.81%

Percentage indicating major or moderate concern: 76.19%

7. I wish I could afford to go to college. (N=63)

	A major concern	A moderate concern	Not a concern
Freq.	19	26	18
%	30.16%	41.26%	28.57%

Percentage indicating major or moderate concern: 71.42%

8. How can I get information about college loans and scholarships? (N=63)

	A major concern	A moderate concern	Not a concern
Freq.	21	23	19
%	33.33%	36.51%	30.16%

Percentage indicating major or moderate concern: 69.84%

9. How do you make application to college? (N=60)

	A major concern	A moderate concern	Not a concern
Freq.	12	29	19
%	20%	48.33%	31.67%

Percentage indicating major or moderate concern: 68.33%

10. Do I have the ability to do college work? (N=60)

	A major concern	A moderate concern	Not a concern
Freq.	8	25	27
%	13.33%	41.67%	45%

Percentage indicating major or moderate concern: 55%

11. I need more information about community college. (N=60)

	A major concern	A moderate concern	Not a concern
Freq.	2	31	29
%	3.33%	51.67%	48.33%

Percentage indicating major or moderate concern: 55%

12. I need more information about occupational opportunities after high school. (N=60)

	A major concern	A moderate concern	Not a concern
Freq.	12	22	26
%	20%	36.67%	43.33%

Percentage indicating major or moderate concern: 56.67%

13. What kind of training is needed for different jobs. (N=60)

	A major concern	A moderate concern	Not a concern
Freq.	14	31	15
%	23.33%	51.67%	25%

Percentage indicating major or moderate concern: 75%

14. I need to know more about jobs as technicians. (N=60)

	A major concern	A moderate concern	Not a concern
Freq.	9	22	29
%	15%	36.67%	48.33%

Percentage indicating major or moderate concern: 51.67%

15. I want to learn a trade. (N=60)

	A major concern	A moderate concern	Not a concern
Freq.	12	21	27
%	20%	35%	45%

Percentage indicating major or moderate concern: 55%

16. Which course will be most useful to me later on. (N=60)

	A major concern	A moderate concern	Not a concern
Freq.	21	28	11
%	35%	46.67%	18.33%

Percentage indicating major or moderate concern: 81.67%

17. Which fields will offer good job opportunities when I finish school. (N=60)

	A major concern	A moderate concern	Not a concern
Freq.	29	15	16
%	48.33%	25%	26.67%

Percentage indicating major or moderate concern: 73.33%

Discussion. As compared to the five items that showed the greatest concern at the outset of the program, there was a decrease ranging from 10-27% at the end of the program. The greatest reduction in concern was for Item 6 (Can I get into the college of my choice) which decreased from 99.2% to 76.19% (23%) and Item 8 (How can I get information about loans and scholarships?) which declined from 96.2% to 69.84% (27%). The Bridge experience seems to have lessened their concerns in these areas, as anticipated. Item 5 (What are the requirements for college?) declined from 93.2% to 76.18% (17%), Item 16 went from 91.0% to 81.67% (10%) and Item 17 declined from 89.0% to 73.33% (16%).

Students Feelings and Attitudes as Reported to Counselor Liaisons

Toward the end of the semester, the counselor-liaisons at each of the high schools met with the student participants to discuss their Queensborough Community College experiences and to obtain their ideas about the program's operation. Subsequent to these meetings the counselor indicated his/her perceptions of the students' feelings and attitudes on a 14 item likert-type five point scale that dealt with Queensborough Community College, higher education and career planning. Responses were obtained for 62 students.

A summary follows.

Summary of Students Feelings and Attitudes as Reported to
Counselor Liaisons (5 Schools)
(Ratings 5 & 4 Very Much & To a Large Extent)
(N=62)

	<u>%</u>
1. Student appreciates opportunity to learn something that is not available at his/her home school.	79.8
2. Student feels that the extra effort required to attend Queensborough Community College is worthwhile.	71.6
3. Student is enthusiastic about the course at Queensborough Community College.	64.8
4. Student likes being at the college.	78.6
5. Compared to similar high school students not in the Bridge Program the student has a positive attitude toward higher education.	92.4
6. Compared to high school work, the student feels the college course is difficult.	30.0
7. Compared to high school, the student feels that the college instructor gives too much work.	27.8
8. The student is eager to enter the world of work.	75.4
9. The student has a positive attitude toward exploring career choices (technology students believe they know what they want).	75.0
10. The student has become more knowledgeable about him/herself, e.g., needs, interests, abilities, likes and dislikes.	78.2
11. The student has obtained career-related information, e.g., job duties, tasks, roles, occupational opportunities, etc.	74.4
12. The student has begun to be involved in career planning.	80.0
13. The student has a better understanding of the steps necessary to achieve a career objective.	74.2
14. The student has a better understanding of the issues and barriers which may hinder his/her movement toward a career objective.	77.4

Discussion. Overall counselors reported that students indicated positive feelings and attitudes towards their participation and experiences in the Bridge program. They reported that compared to similar high school students not in the Bridge program, 92.4% of the students have a positive attitude toward higher education. Most students said that they appreciate the opportunity to learn something not available at their high school (79.8%), like being at the college (78.6%) and did not feel they were given too much work nor that it was more difficult than high school. As compared to last year, a slightly greater percentage of students have begun to be involved in career planning (item 12 increased from 67.94% to 80%) and obtaining career-related information (item 11 increased from 60.94% last year to 74.4% this year). One might hypothesize that the increased attention given to career concerns by counselors and staff at group meetings, may have contributed to this modest increase over the preceding year.

Recommendation based on Evaluation Data

Self report data plus enrollment and student performance data (see pages 6 and 11) reveal a positive pattern of program impact, and the utility and feasibility of a program of this nature. Future efforts need to further attend to the career planning needs and concerns of students. However, totally ameliorating concern or anxiety levels in the career development area are not necessarily the optimal outcome since some students must in fact become more, rather than less concerned with planning their future.

Recommendations for Developing a Model Bridge Program

To insure administrative success initially in developing a model for conducting a Bridge program there is a need to meet with the Borough Superintendent of High Schools to secure the Superintendent's cooperation. At this meeting the following items need to be discussed:

- Purpose of the program. There is a need to highlight that the Occupational Bridge Program differs from traditional Bridge programs in two significant ways:
 - a. this program focuses on students of average academic ability, and
 - b. students participate only in career programs.

- Selection of high schools that will be participating. Criteria for selection of school is: academic/comprehensive high schools whose students could travel to college in a reasonable amount of time.
- Selection of the person who will act as liaison from the Superintendent's office.

Once the participating high schools are identified, to further insure cooperation, there is a need for a meeting that includes project staff, community college personnel (e.g., personnel from Admissions/Enrollment Management) and high school personnel (e.g., Principal, A.P. Guidance, departmental chairperson).

At this meeting, the following items need to be discussed:

- purpose of the program,
- criteria for student selection,
- selecting a counselor or college advisor to act as liaison, and
- the need for liaisons to participate in staff development activities.

Selection of Counselor-liaison. Experience indicates that the liaison should be a guidance counselor. If none is available, then a person experienced in college advising might be an acceptable substitute. The liaison should be someone who knows career development, has a flexible time schedule, knows the population from which the students will be selected and who is enthusiastic about the project and willing to spend time after school as needed. Very often enthusiasm can be raised with the knowledge that they will be compensated with a modest stipend for time spent beyond the regular school day.

Planning/Program Design. Inherent in carrying out the program design there is a need to conduct a series of meetings between project staff and college staff for the following purposes.

- to select occupational courses that will be offered to the Bridge students. Most of these courses need to be held in the afternoon after the high school day is over. However, the reality is that the college does not offer many courses at this time because most of their regular population work and therefore prefer morning or evening classes. To optimize the choices, project staff found that offering high school students the opportunity to take evening or Saturday courses was a way to overcome the paucity of afternoon classes.

- to pre-register students. To insure an efficient registration process, it is recommended that students confer with their high school counselor-liaison and make their course selection (first, second, and third choices). By doing this, the college can pre-register the students before the regular college registration.
- to outline the activities to be conducted at orientation, e.g., informing the students what course they received, to give students an overview of college rules, especially those pertaining to withdrawal from courses, to conduct a tour of the college, to provide students an opportunity to ask questions, and to distribute I.D. cards.
- to inform college staff of the interests of the high school counselor-liaisons regarding staff development sessions to be held at the college.
- to confer regarding collection of data on student performance, e.g., grades, withdrawals. This information can be used for a variety of purposes, e.g., as a formative evaluation to modify succeeding years.
- to organize conferences with high school personnel at the beginning and end of the project year.

The program design requires a second series of meetings between project staff and high school personnel for the following purposes:

- to inform the high school administrators (e.g., Assistant Principal of Guidance), of the current status of the project;
- to meet with counselor-liaisons regarding problems that students are having as Bridge participants;
- to discuss data collection;
- to identify themes that they would like to have as topics for staff development.

General Issues or Concerns

1. Communication with students. By and large teachers find it difficult to get students together during or after the school day. Each liaison has to decide for him/herself the most effective way of reaching students. Some possibilities are:

- having group meetings two-three times during the term, some of which have to be repeated in order to reach all the students;
- sending memos to individuals via their home room or subject teacher;

- meeting them in the hall.

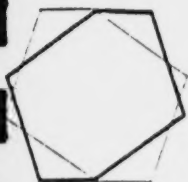
2. Student/Instructor Relationships. To retain the atmosphere of a regular college class, no more than five Bridge students should be allowed to enroll in a particular section of a course. Instructors had no knowledge of who the Bridge students were at the outset so that students would be treated the same as regular matriculated students. We recommend that students not be identified. Where students felt it would be helpful to identify themselves as Bridge students, they identified themselves.

Students at times voice concerns about instructors' behavior. For many, how to deal with it is a problem. It is recommended that regular group meetings be held where students have an opportunity to raise their concerns and role play solutions.

Students often do not know or have little idea, except for exams, of how they are performing. To encourage students to assess their progress in class, before they receive exam grades, students should be advised to ask their instructors "How am I doing?"

APPENDICES

Bridge Student Information Form
Course Selection Form
Exit Interview Form
Course Description Booklet - Spring 1991
Staff Development Conference
Career Exploration Inventory
Interview Form



The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
Graduate Center: 33 West 42 Street, New York, N.Y. 10036
212 221-3895/96

BRIDGE STUDENT INFORMATION FORM

PLEASE PRINT

CLASS _____

ROOM _____

Name: _____
(First Name) (Last Name)

Address: _____
(Street) (Apt. #)

_____ *D* _____
(City) (Borough) (State) (Zip Code)

Home Telephone Number: _____
(Area Code) (Number)

Social Security #: _____

Date of Birth: _____
month/day/year

Sex: (check one) _____ male _____ female

Name of High School: _____

Junior or Senior: _____

9th and 10th grade Academic Average _____
(9th, 10th, 11th for seniors)

OCCUPATIONAL EDUCATION BRIDGE PROGRAM

COURSE SELECTION FORM

Please Print

NAME: _____ High School: _____
 First Last

(Please check one) ☐ Junior ☐ Senior (first time) ☐ Senior (took course last year)

After reading the course descriptions in the attached booklet, please write your first, second, and third choice of the courses that you would like to take and the section for each selected course if you have a preference. The section indicates the days and time when the course is given.

If you need further explanation, speak to your college advisor who is most willing to assist you.

	<u>Course</u> <u>(Number and Name)</u>	<u>Section</u> <u>(Letter(s))</u>	<u>Laboratory</u> <u>(Where appropriate)</u>
First Choice	_____	_____	_____
Second Choice	_____	_____	_____
Third Choice	_____	_____	_____

Note: For photography course, student must supply own 35 mm camera, paper, film and film chemicals. 34

OCCUPATIONAL EDUCATION BRIDGE PROGRAM

Exit Interview (For Dropouts from Bridge Program)

1. What course were you in? _____
2. How long did you stay in the program? _____
3. How many sessions did you attend? _____
4. Why did you decide to leave the program? (Check as many as apply.)
 - a. The coursework was too difficult? _____
 - b. Would you have remained in the program if you had some help? _____
 - c. If yes, what kind of help would you have liked? _____

 - d. There was too much work. _____
 - e. The coursework interfered with my high school work. _____
 - f. The coursework interfered with my social life. _____
 - g. The course was not what I expected. _____
 - h. The instructor was boring. _____
5. Was the travel time too long and/or difficult? _____
6. Was the problem with the particular course you chose? _____
7. Do you think you would have left no matter what course you selected? _____
8. Which other course would you have preferred? _____
9. Did anybody in your family or any of your friends suggest that you drop out of the program? _____
10. What are your plans after graduation? _____
11. Did any positive things happen to you at the College? _____
12. What were they? _____
13. Would you consider going to Queensborough Community College after you graduate? _____

QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York
Office of Enrollment Management

OCCUPATIONAL EDUCATION BRIDGE PROGRAM

Course Description Booklet

SPRING 1991

NOTE: ALL COURSE OFFERINGS ARE SUBJECT TO
BUDGETARY CONSIDERATION

Dr. Stephen Beltzer, Associate
Dr. Diane Call, Assistant to Dean
(718- 631-6314)

ART AND PHOTOGRAPHY

AR-121 Two-Dimensional Design

4 studio hours 2 credits

A foundation course in the analysis of various basic abstract two-dimensional design ideas, including line, shape, value; methods of organization and expression.

SECTION TGX TUESDAY 2:00-5:50 pm

AR-122 Introduction to Sculpture: Three Dimensional Design

4 studio hours 2 credits

A study of three-dimensional design elements of line, plane, and volume: the use of basic tools and experience with various media (paper, wood, plastic, metal, plaster).

SECTION WQX Wednesday 2:00-5:50 pm

AR-231 Ceramics I

4 studio hours 2 credits

Learning the use of the potter's wheel. Handbuilding techniques and an introduction to glazing and kiln operation. Development of individual strengths through critiques with the instructor, slide presentations, and group discussions.

SECTION BGX Thursday 2:00-5:50 pm

AR-261 Painting I

4 studio hours 2 credits

Basic Elements of oil or acrylic painting, designed for acquisition of skill and technique in medium. Experiences in realism, abstraction, and non-objectivity.

SECTION MGX Monday 2:00-5:50 pm

AR-461 Introduction to Photography

4 studio hours 2 credits

Workshop in fundamentals of photography; its possibilities for visual communication. Use of cameras and equipment. Basic study of the photographic processes; developing, printing, enlarging. Student supplies own 35mm camera, paper, film, and film chemicals.

SECTION TGX Tuesday 2:00-5:50 pm**SECTION VGX** Thursday 2:00-5:50 pm
(Approximately \$50 - cost of supplies)**EVENING****AR-461 PHOTOGRAPHY**

SATXY - S -- 10:00-1:50 pm

BUSINESS**BU-101 PRINCIPLES OF ACCOUNTING**

5 class hours 4 credits

Accounting concepts and conventions; accounting tools and techniques, including records and statements; general and special journals; general and subsidiary ledgers; controlling accounts, adjusting and closing entries; worksheets and financial statements; systems and controls (including voucher system and payroll system).

BUD-101	Section QG1	MON	2:00-2:50 pm
		WED	2:00-3:50 pm
		THURS	2:00-3:50 pm
BUD-101	Section QG2	MON	2:00-2:50 pm
		WED	2:00-3:50 pm
		THURS	2:00-3:50 pm
BUD-101	Section GGH	MON	2:00-3:50 pm
		TUES	2:00-3:50 pm
		THURS	3:00-3:50 pm
BUD-101	Section JV	MON	4:00-5:50 pm
		WED	4:00-4:50 pm
		THURS	4:00-5:50 pm
BUD-101	Section SATX	SAT	9:00-1:50 pm

BU-201 Business Organization and Management

3 class hours 3 credits

Structure and character of modern business, business and its relationship to other social organizations; how businesses are organized and managed; human factors in business and industry; management and the decision-making process; planning, organizing, programming and controlling processes; production, financing, and marketing considerations in operation of business enterprises.

BUD-201	Section G	MON	2:00-2:50 pm
		TUES	2:00-2:50 pm
		THURS	2:00-2:50 pm
BUD-201	Section GQQ	MON	2:00-2:50 pm
		WED	2:00-2:50 pm
		FRI	2:00-2:50 pm
BUD-201	Section GQ	TUES	2:00-2:50 pm
		THURS	2:00-2:50 pm
		FRI	2:00-2:50 pm
BUD-201	Section GRG	MON	2:00-2:50 pm
		WED	3:00-3:50 pm
		THUR	2:00-2:50 pm
BUD-201	Section H	MON	3:00-3:50 pm
		TUES	3:00-3:50 pm
		THURS	3:00-3:50 pm
BUD-201	Section HRR	MON	3:00-3:50 pm
		WED	3:00-3:50 pm
		FRI	3:00-3:50 pm
BUD-201	Section HR	TUES	3:00-3:50pm
		THURS	3:00-3:50pm
		FRI	3:00-3:50pm
BUD-201	Section JU	TUES	4:00-4:50 pm
		THURS	4:00-4:50 pm
		FRI	4:00-4:50 pm
BUD-201	Section SATX	SAT	9:00-11:50 am
BUE-201	Section D	TUES	6:15-7:30 pm
		THURS	6:15-7:30 pm

BU-301 Business Law

3 class hours 3 credits

A brief survey of the American legal system; development and application of essential principles of law of business contracts; study of New York State laws and recent cases; Uniform Commercial Code as it applies to business contracts.

BUD-301	Section GQ	TUES	2:00-2:50 pm
		THURS	2:00-2:50 pm
		FRI	2:00-2:50 pm
BUD-301	Section HR	TUES	3:00-3:50 pm
		THURS	3:00-3:50 pm
		FRI	3:00-3:50 pm
BUD-301	Section HRH	MON	3:00-3:50 pm
		WED	3:00-3:50 pm
		THURS	3:00-3:50 pm
BUD-301	Section JRJ	MON	4:00-4:50 pm
		WED	4:00-4:50 pm
		THURS	4:00-4:50 pm

BU-500 Introduction to Business Data Processing

2 class hours 2 laboratory hours 3 credits

Introduction to the use of computers in business, concepts of computer hardware and software, elements of problem-solving. Designed to provide "hands-on" experience with the IBM personal computer. Software packages are applies to business applications including spreadsheets, text editing, data base, graphics and communications.

BUD-500	Section GQ2	MON	2:00-3:50 pm
		WED	2:00-3:50 pm
BUD-500	Section JK1	TUES	4:00-5:50 pm
		THURS	4:00-5:50 pm
BUD-500	Section JR1	MON	4:00-5:50 pm
		WED	4:00-5:50 pm
BUD-500	Section JR2	MON	4:00-5:50 pm
		WED	4:00-5:50 pm
BUD 500	Section SATX1	SAT	9:00-12:50 pm
BUE-500	Section J1	TUES	6:25-8:05 pm
		THURS	6:25-8:05 pm

BU-801 Typewriting/Keyboarding I

1 class hour 3 laboratory hours 2 credits

Basic instruction in touch typewriting/keyboarding; rules of form applicable to letter writing, tabulation, and college report writing; care of the typewriter. Supply charge \$10.00.

BUD-801 Section GV MON 2:00-3:50 pm
THURS 2:00-3:50 pm

BUD-801 Section SATX SAT 9:00-12:50 pm

BU-906 Introduction to Word Processing

3 class hours 1 laboratory hour 3 credits

Prerequisite: Must type a minium of 40 w.p.m.

Designed to develop an understanding of the concept of word processing in the automated office and to develop competency in the skill of machine transcription and the operation of word processing equipment in a word processing environment. Includes letter, memoranda, interoffice communications, manuscripts, and other documents used in general business as well as those used in such specialized areas as legal, medical and technical offices.

BUD -906 Section GQ MON 2:00-3:50 pm
WED 2:00-3:50 pm

BUD-906 Section SATX SAT 9:00-12:50 pm

BUE-906 Section G MON 6:30-8:10 pm
WED 6:30-8:10 pm

MECHANICAL ENGINEERING TECHNOLOGY AND DESIGN DRAFTING**MT-210 Elements of Technology**

2 class hours 2 recitation hours 3 credits

Technical definitions, properties, and measurements; systems of units and conversions; numerical computations and applications; estimations; graphic presentation and analysis of test data; introduction to mechanics; use of scientific calculator.

SECTION D Tuesday and Thursday 6:15-7:55 pm

MT-211 Technical Drawing

2 class hours 4 laboratory hours 3 credits

Theory and practice of basic engineering drafting and reading of drawings. Use of instruments, lettering multiview projection, isometric drawings, auxiliary views, sections, dimensioning, tolerances, screw threads, detail and assembly drawings.

SECTION J Tuesday and Thursday 6:15-8:55 pm

MT-212 Technical Descriptive Geometry

2 class hours 4 laboratory hours 3 credits

Introduction to use of drafting instruments and lettering. Graphical methods for solving spatial problems in orthographic projection with points, lines, planes, and solids. Application of spatial relations to surface intersections and developments for practical uses.

SECTION GH Tuesday and Thursday 2:00-4:50 pm

SECTION G Monday and Wednesday 6:15-8:55 pm

MT-122 Manufacturing Processes

2 class hours 3 laboratory hours 3 credits

Production techniques in manufacturing, including introduction to materials, gaging, machining, welding, casting and molding, forming and finishing processes. Laboratory practice in the use of hand tools, machine tools, and precision-measuring instruments.

SECTION MGH Monday 2:00-3:50 pm
/WQ Wednesday Lab 2:00-4:50 pm

SECTION AM Monday 6:15-7:55 pm
/GW Wednesday Lab 6:00-8:50 pm

MUSIC

(Note: Schedule is subject to adjustment)

MU-141 Jazz: An Introduction

3 class hours 3 credits

An introduction to jazz: the Afro-American roots, the development of styles for all seasons, the vocabulary and skills that will increase the enjoyment of listening to it. Outstanding works of the greatest performers are studied, as jazz is related to the world of music at large. Required readings, listening, and concert attendance.

SECTION Monday 3:30-6:05 pm

MU-157 Music on the Modern Stage

3 class hours 3 credits

Jazz, musical comedy, operetta, twentieth-century opera on television and Broadway are examined as to how they affect contemporary music theater. Required readings, listening, and concert attendance.

SECTION Tuesday and Thursday 4:00-6:35 pm

MU-158 Musical Theater of the Rock Generation

3 class hours 3 credits

Designed for students who wish to extend their study of music on the modern state, especially works and techniques employed after 1960. A survey of Afro-American contributions to Broadway, music, and an exploration of the Broadway musical as a recipient and a catalyst of international exchange are included. Required readings, listening, and concert attendance.

SECTION Tuesday and Thursday 2:00-3:15 pm

ME-250 Introduction to Recording Studio Techniques and MIDI

2 class hours 2 laboratory hours 3 credits

Basic techniques of a recording studio, and an understanding of MIDI (Musical Instrument Digit Interface). Specifications, operation, and practical application of the various devices for the recording of sound will be studied, with emphasis on microphones, recorders, mixers, speakers, and other peripheral equipment. Practical work prepared in the QCC Sound Studio.

SECTION Monday 6:00-7:40 pm
Monday Lab 8:00-9:40 pm

SPEECH COMMUNICATION AND THEATER ARTS**SP-211 Fundamentals of Speech**

4 class hours 3 credits

Study of oral communication and its role in contemporary society. Emphasis on listening, interpersonal communication, small group decision-making, and public speaking, informative and persuasive speaking.

SECTION GH Tuesday & Thursday 2:00-3:50 pm

SECTION HRH Tuesday 3:00-3:50 pm
Wednesday 3:00-4:50 pm
Thursday 3:00-3:50 pm

SECTION JR Monday & Wednesday 4:00-5:50 pm

SECTION JK Tuesday & Thursday 4:00-5:50 pm

SP-531 Introduction to Acting

3 class hours 3 credits

Theory and practice of the art of acting; exercises in sense impression; characterization; improvisations; scenes from plays; special reports.

Designed for the development of a knowledgeable and appreciative audience as well as for basic acting techniques.

SECTION JV Thursday 6:15-9:05 pm

SP-472 American Film History II

3 class hours 2 screening laboratory hours 3 credits

A historical study of the nature and development of the cinema as an art form in the United States from 1940 to the present, with an examination of the technological, economic, industrial, social, and cultural factors which have played an important role in the shaping of its form.

SECTION IW Wednesday 6:15-10:05 pm

New York City Board of Education
Office of College and Career Planning
Division of High Schools

Staff Development
Conference for
Queens High Schools
College Advisors

FRIDAY, APRIL 26, 1991
QUEENSBOROUGH COMMUNITY COLLEGE
BAYSIDE, NEW YORK

Program

8:45-9:30 a.m. REGISTRATION
Oakland Building Faculty Lounge
Continental Breakfast.

9:30-9:45 a.m. WELCOME
Ms. Joan Foley
Office of Career Planning

9:45-10:45 a.m. "MEETING THE ACADEMIC AND
COUNSELING NEEDS OF STUDENTS
WITH LIMITED ENGLISH PROFICIENCY"

Moderator:
Dean Stephen Beltzer
Office of Enrollment Management,
Queensborough Community College

Discussants:
Dr. Joan Kimmelman
Department of Basic Educational Skills,
Queensborough Community College

Dr. Sandra Seltzer
Department of Basic Educational Skills,
Queensborough Community College

Mrs. Florence Tse
Director of Asian Affairs,
Queensborough Community College

10:45-11:00 a.m. Refreshment Break

11 a.m.-12 noon "HIGH SCHOOL-COLLEGE
COLLABORATIONS: MYTHS & REALITIES"

Moderator:
Dr. Diane Call
Office of Enrollment Management,
Queensborough Community College

Discussants:
Mrs. Gail Hollander
Counselor Liaison, Bridge Program,
Francis Lewis High School

Dr. David Katz
Project Director, CUNY Institute for Research,
and Development in Occupational Education

12 noon Luncheon (Oakland Dining Room)

Guest Speaker:
Honorable Louis L. Theiss, Jr.
President, Queens Chamber of Commerce

2:00 p.m. QCC Campus Tours

PLEASE PRINT

NAME: _____
First Last

DATE: _____ HIGH SCHOOL: _____ Jr. or Sr.
(Please Circle)

CAREER EXPLORATION INVENTORY
Bridge Program

Now that you have agreed to participate in the Bridge Program at Queensborough Community College there may be some questions, problems, or concerns that you have about yourself, your career plans and/or your future. Such issues have been of concern to young adults all over the country. We need to know about your concerns so that we may try to help you solve them. Please complete the form below.

Please look at each of the statements below and place a check (✓) in the column that describes how you feel about each statement.

Matters of concern to participants in the Occupational Education Bridge Program		A Major Concern	A Moderate Concern	Not A Concern
1. I wish I knew what my real interests are.	1.			
2. What should I do after I finish high school?	2.			
3. What is college really like?	3.			
4. Should I plan to go to college?	4.			
5. What are the requirements for college?	5.			
6. Can I get into the college of my choice?	6.			
7. I wish I could afford to go to college?	7.			
8. How can I get information about college loans and scholarships?	8.			

(OVER)

Matters of concern to participants in the Occupational Education Bridge Program		A Major Concern	A Moderate Concern	Not A Concern
9. How do you make application for college?	9.			
10. Do I have the ability to do college work?	10.			
11. I need more information about community college?	11.			
12. I need more information about occupational opportunities after high school.	12.			
13. What kind of training is needed for different jobs?	13.			
14. I need to know more about jobs as "technicians".	14.			
15. I want to learn a trade.	15.			
16. Which course will be most useful to me later on?	16.			
17. Which fields will offer good job opportunities when I finish school?	17.			

INTERVIEW FORM

In meeting with the students in the Bridge Program to discuss their experiences at Queensborough Community College, we would like you to consider the issues represented by the items shown below. Please indicate your perceptions of the student's feelings and attitudes. Directly after or during your meeting, please complete the questionnaire by circling the appropriate number under each item.

Date: _____

Counselor _____

Home School _____

Student _____

Q.C.C. Course _____

1. Student appreciates opportunity to learn something that is not available at his/her home school.

Very
Much
5

4

3

2

Very
Little
1

2. Student feels that the extra effort required to attend Queensborough Community College is worthwhile.

Very
Much
5

4

3

2

Very
Little
1

3. Student is enthusiastic about the course at Queensborough Community College.

Very
Much
5

4

3

2

Very
Little
1

4. Student likes being at the college.

Very
Much
5

4

3

2

Very
Little
1

5. Compared to similar high school students not in the Bridge Program the student has a positive attitude toward higher education.

Much More
Positive
5

4

3

2

No
Difference
1

6. Compared to high school work, the student feels that the college course is difficult.
- | | | | | | |
|--------------|---|---|---|---|---------------|
| Much
More | | | | | Not At
All |
| 5 | 4 | 3 | 2 | 1 | |
7. Compared to high school, the student feels that the college instructor gives too much work.
- | | | | | | |
|--------------|---|---|---|---|---------------------|
| Much
More | | | | | Like High
School |
| 5 | 4 | 3 | 2 | 1 | |
8. The student is eager to enter the world of work.
- | | | | | | |
|--------------------|---|---|---|---|-------------------|
| Very
Interested | | | | | Not
Interested |
| 5 | 4 | 3 | 2 | 1 | |
9. The student has a positive attitude toward exploring career choices.
- | | | | | | |
|------------------|---|---|---|---|------------------|
| Very
Positive | | | | | Very
Negative |
| 5 | 4 | 3 | 2 | 1 | |
10. The student has become more knowledgeable about himself/herself, e.g., needs, interests, abilities, likes and dislikes.
- | | | | | | |
|--------------|---|---|---|---|---------------|
| Much
More | | | | | Not At
All |
| 5 | 4 | 3 | 2 | 1 | |
11. The student has obtained career-related information, e.g., job duties, tasks, roles, occupational opportunities, etc.
- | | | | | | |
|-----------------|---|---|---|---|----------------|
| A Great
Deal | | | | | Very
Little |
| 5 | 4 | 3 | 2 | 1 | |
12. The student has begun to be involved in career planning.
- | | | | | | |
|--------------|---|---|---|---|---------------|
| Very
Much | | | | | Not At
All |
| 5 | 4 | 3 | 2 | 1 | |
13. The student has a better understanding of the steps necessary to achieve a career objective.
- | | | | | | |
|----------------|---|---|---|---|---------------|
| Much
Better | | | | | Not At
All |
| 5 | 4 | 3 | 2 | 1 | |
14. The student has a better understanding of the issues and barriers which may hinder his/her movement toward a career objective.
- | | | | | | |
|----------------|---|---|---|---|----------------|
| Much
Better | | | | | Very
Little |
| 5 | 4 | 3 | 2 | 1 | |